ABSTRACT
(paper to follow)

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Many college faculty and administrators are entering the Baby Boomers long anticipated window of retirement, yet many have no plan to retire. This leads to how they will perform in the classroom over the next several years.

When the Boomers entered college, higher education was formal, traditional, and considered a privilege for the 18 to 22 year-old elite. Index cards and a No. 2 pencil was all the AV equipment a professor needed to lecture or the student needed to report to a class on a term paper project.

A college education has transitioned into an expectation for almost every student entering high school and a reentry point for adult students seeking to complete undergraduate and graduate degrees.

Millenial students (born 1982-2000) are a 3-click generation, with expectations of fast and convenient access of all their needs, including educational needs. (Howe & Stauss) These students have used computer technology since kindergarten, and frequently have better hardware and software at home than on their college campuses.

A Blended Learning environment that couples online and classroom delivery of curricula has become a viable pathway to bridge gap between the traditional expectations and experience of Baby Boomer academics and the high tech, rapid entitlements felt by the Millenials.

How has this pedagogical paradigm shift been accomplished? This paper will identify and explore the faculty preparation and the administrative infrastructure needed to support the core competencies needed to design, develop, and deliver course work in two highly differing methodologies.

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